

Texas Education Agency Standard Application System (SAS)

| 2018–2019 Technology Lending | | |
|-------------------------------|---|--|
| Program authority: | General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301 | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | May 1, 2018, to August 31, 2019 | |
| Application deadline: | 5:00 p.m. Central Time, February 6, 2018 | Place date stamp here. |
| Submittal information: | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | |
| Contact information: | Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087 | |

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Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|-------------------|-------------------|-------|-------------|
| Organization name | County-District # | | Amendment # |
| Conroe ISD | 1709002 | | |
| Vendor ID # | ESC Region # | | |
| 1746000556 | VI | | |
| Mailing address | City | State | ZIP Code |
| 3205 West Davis | Conroe | TX | 77304 |

Primary Contact

| | | | |
|--------------|---------------------|-----------|---------------------------------|
| First name | M.I. | Last name | Title |
| Teri | A | Ross | Director of Information Systems |
| Telephone # | Email address | | FAX # |
| 936-709-7627 | tross@conroeisd.net | | 936-709-9627 |

Secondary Contact

| | | | |
|--------------|---------------------|-----------|------------------------------|
| First name | M.I. | Last name | Title |
| Pamela | F | Zoda | Director of Federal Programs |
| Telephone # | Email address | | FAX # |
| 936-709-7746 | pzoda@conroeisd.net | | 936-709-7948 |

Part 2: Certification and Incorporation

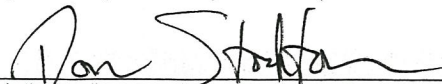
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------|-------------------------|-----------|----------------|
| First name | M.I. | Last name | Title |
| Dr. Don | J | Stockton | Superintendent |
| Telephone # | Email address | | FAX # |
| 936-709-7702 | dstockton@conroeisd.net | | 936-709-9701 |

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

1/31/2018

Schedule #1—General Information

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1 | LEA Technology Plan Template | If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances**Booker T.
Washington
Junior High
School**

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home |
| 5. | The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan. |
| 12. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data |

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 2. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 3. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 4. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 5. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 6. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 7. | Total costs: | | \$ | \$ | \$ | \$ |

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By TEA staff person:

| Schedule #4—Request for Amendment (cont.) | | | |
|---|--------------------------|------------------------------------|-------------------|
| County-district number or vendor ID: 170902 | | Amendment # (for amendments only): | |
| Part 4: Amendment Justification | | | |
| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170902

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Booker T. Washington Junior High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Conroe Independent School District (CISD) has been actively integrating technology into instructional strategies and practices to better prepare our students for the increasingly connected world in which they live. CISD has implemented a learning management system, Canvas, which provides a platform for teachers and students to actively engage in learning in groups online, provide rapid feedback, and encourage dialogue between students-to-students and teachers-to-students. Canvas also provides direct access to a plethora of additional learning materials including instructional videos, links to instructional websites, and digital assignments. Access to these learning resources and supplemental materials for students who do not readily have direct availability is significant. The unlimited access to books and other readings is also a critical component for writing and reading development of students. Each campus is moving toward students learning 1:1 with technology tools as much as possible.

The Technology Lending Program Grant will enable CISD to continue to strengthen the level of integrated reading and writing instructional strategies teachers use to present new ideas to students and engage in learning activities for Washington Junior High (WJH) students. Compared to other CISD schools, WJH has a larger number of economically disadvantaged students (eco dis) 87.85% eco dis at WJH compared to a CISD average of 40% eco dis. WJH has demonstrated a high level of dedication to student learning of all students. This past school year, WJH earned 7 distinction designations (the highest number available) due to student growth and achievement: ELA/Reading, Math, Science, Social Studies, Top 25% Student Progress, Top 25% Closing the Performance Gaps, and Postsecondary Readiness. However, WJH does perform lower on writing assessments compared to other CISD junior high schools. At the beginning of the 2017-2018 year, a writing benchmark was given to all CISD 7th grade students. WJH 7th grade students performed at a 59% Approaches Grade Level compared to all other CISD JHs which scored between 70-87%. STAAR 2017 scores below reflect the gaps between WJH and other CISD schools as well as between WJH and Texas.

| STAAR 7th grade Writing 2017 | WJH | CISD | Texas |
|------------------------------|-----|------|-------|
| Approaches Grade Level | 58% | 75% | 67% |
| Meets Grade Level | 23% | 47% | 38% |
| Masters Grade Level | 4% | 17% | 12% |

WJH's administration and staff have demonstrated that they are committed to student progress and previous history of embracing a software program and technology instruction with fidelity. WJH was selected by CISD due to the identified need to provide intensive instruction to quickly target the widening achievement gaps of students at WJH who at risk of academic difficulties, provide opportunities for students to easily continue writing and reading from school to home which extends learning time, and provide an infinite number of learning resources to students while they learn, read, and write. The current student enrollment of WJH is shown in the following table:

| Washington Junior High | 7th Grade | 8th Grade | Total | Percent |
|------------------------------|-----------|-----------|-------|---------|
| Student Enrollment | 388 | 361 | 749 | 100% |
| Economically Disadvantaged | 342 | 316 | 658 | 87.85% |
| English Language Learners | 153 | 116 | 269 | 35.91% |
| English as a Second Language | 113 | 96 | 209 | 27.90% |

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

WJH will provide Chromebooks with a hot spot to all 7th grade English Language Arts students who agree to participate in the Technology Lending Agreement. Student and parents will commit to CISD's Chromebook Lending Agreement. WJH has participated in Technology Lending previously with a different device and different internet service.

The students who are chosen to participate are dedicated to being responsible with the equipment and using the devices to increase student growth. The students who previously participated in a technology lending opportunity showed significant growth in math levels of understanding, time on learning activities outside of school, and STAAR mastery. So much so, that other CISD schools adopted the math intervention tool and began to implement more technology devices due to the student success at WJH.

The 7th grade ELA students who are interested in participating will attend a training to understand their responsibility with the technology device, capabilities, and proper care of the Chromebook. The Secondary English Language Arts (ELA) Instructional Coach will work directly with WJH administrators and staff to determine how to use the new technology tools at the highest level of instruction.

WJH teachers have implemented a Writers Workshop approach to explicitly teach writing to their students. The technology device along with the internet capabilities, enables students the opportunity to participate in collaboration and learning activities outside of the school day. The writing process evolves into a true opportunity to communicate a message and receive feedback throughout the process. The teachers encourage students to draft digitally in Google Docs which allows teachers and their peers to interact with the writing as well the opportunity to respond to each other's writing. With access to a Chromebook, students can increase the transfer of skills acquired in their ELA class.

Students and teachers will be able to track their writing and progress over time and regularly measure their growth. In addition to having access to technology at home to target writing skills, the door is open for increasing reading skills by having immediate access to eBooks and educational websites which brings the world to the students. Having access to online reading materials enhances the student's exposure to rigorous content. There is a direct correlation between the time/opportunity to read and student success. A Chromebook and hotspot would help significantly close that gap.

In analyzing WJH's academic needs, the 7th grade students have demonstrated a need for additional learning time and instructional support to strengthen writing skills. The 7th grade students are coming to WJH with a demonstrated weakness in foundational writing skills and they are in need of extra time to practice, develop, and master these foundational writing skills. It is critical that these gaps be filled with differentiated, innovative, and student friendly approaches to create a natural writing and reading environment where all students are given the opportunity to excel. WJH has proven to be a campus committed to continuing to grow all learners and this Technology Lending Grant will allow WJH to add an additional 333 Chromebooks with internet hotspots for interested 7th grade English Language Arts students to open the digital window of opportunity.

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By TEA staff person:

Schedule #6—Program Budget Summary

| | |
|--|------------------------------------|
| County-district number or vendor ID: 170902 | Amendment # (for amendments only): |
| Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301 | |
| Grant period: May 1, 2018, to August 31, 2019 | Fund code: 410 |

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|--------------------------|------------------|------------|------------------------|
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$43,190 | \$0 | \$43,190 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$106,560 | \$0 | \$106,560 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| Total direct costs: | | | \$ | \$ | \$ |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$149,750 | 0 | 149,750 |

Administrative Cost Calculation

| | |
|--|-------|
| Enter the total grant amount requested: | \$ |
| Percentage limit on administrative costs established for the program (15%): | × .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$ |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| | |
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| Schedule #8—Professional and Contracted Services (6200) | | |
|--|------------------------------------|------------------------------------|
| County-district number or vendor ID: 170902 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | | \$ |
| 2 | | \$ |
| 3 | | \$ |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| a. Subtotal of professional and contracted services: | | \$ |
| b. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$43,190 |
| (Sum of lines a and b) Grand total | | \$43,190 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 170902 | | Amendment number (for amendments only): |
| Supplies and Materials Requiring Specific Approval | | |
| | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$106,560 |
| Grand total: | | \$106,560 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 170902 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6400 | Operating costs that do not require specific approval: | \$ |
| Grand total: | | \$ |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #11—Capital Outlay (6600) | | | | |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 170902 | | | Amendment number (for amendments only): | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 66XX—Computing Devices, capitalized | | | | |
| 1 | | | \$ | \$ |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 11 | | | \$ | \$ |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 18 | | | \$ | \$ |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| Grand total: | | | | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---------|
| Economically disadvantaged | 658 | 87.9% | |
| Limited English proficient (LEP) | 269 | 35.9% | |
| Disciplinary placements | 161 | 21.4% | |
| Attendance rate | NA | 96.9% | |
| Annual dropout rate (Gr 9-12) | NA | NA% | |

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|-----|-----|---|----|----|----|-------|
| | | | | | | | | 388 | 361 | | | | | 749 |

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Compared to other CISD schools, Booker T. Washington Junior High School (WJH) has a larger number of economically disadvantaged students (eco dis) 87.85% eco dis at WJH compared to a CISD average of 40% eco dis. WJH has demonstrated a high level of dedication to student learning of all students. This past school year, WJH earned 7 distinction designations (the highest number available) due to student growth and achievement.

| 2017 Accountability Distinction Designations Washington Junior High | |
|---|----------------------------------|
| ELA/Reading | Mathematics |
| Science | Social Studies |
| Top 25% Student Progress | Top 25% Closing the Perform Gaps |
| Postsecondary Readiness | |

However, WJH does perform lower on writing assessments compared to other CISD junior high schools. At the beginning of the 2017-2018 year, a writing benchmark was given to all CISD 7th grade students. WJH 7th grade students performed at a 59% Approaches Grade Level compared to other CISD JHs which scored between 70-87%.

STAAR 2017 scores below reflect the gaps between WJH and other CISD schools, as well as, between WJH and Texas. WJH has identified areas of need in writing development which includes explicit writing instructional strategies for all students to ensure that students develop strong foundational writing and communication skills which they will use into their chosen careers.

| STAAR 7th grade Writing 2017 | WJH | CISD | Texas |
|------------------------------|-----|------|-------|
| Approaches Grade Level | 58% | 75% | 67% |
| Meets Grade Level | 23% | 47% | 38% |
| Masters Grade Level | 4% | 17% | 12% |

WJH's administration and staff have demonstrated that they are committed to student progress (noted by the 25% Student Progress and Top 25% Closing Performance Gaps Distinctions) and previous history of embracing a software program and online intervention with fidelity. WJH was selected by CISD due to the identified need to provide intensive instruction to quickly target the widening achievement gaps of students at WJH who at risk of academic difficulties, provide opportunities for students to easily continue writing and reading from school to home which extends learning time, and provide an infinite number of learning resources to students while they learn, read, and write.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|--|
| 1. | Less than 50% of students at WJH have access to a computer with internet access at home to engage in higher level learning. | WJH currently has 749 students. If Conroe ISD is able to provide 333 devices to students, WJH will be able to significantly impact the percentage of students who have internet access and access to supplemental learning materials and learning engagement opportunities beyond the regular school day. |
| 2. | Students experience a long delay between turning in a writing piece and receiving any feedback. | Students will receive rapid feedback from teachers, their peers, and have the opportunity to self-reflect on levels of learning. Canvas will provide students the opportunity to track progress over time and celebrate their success. |
| 3. | Reading options are limited to written texts checked out from the school or class library; these libraries involve restrictions on the type of book and how many books are allowed. | Students have immediate access to online reading options such as eBooks, educational websites, etc. which offer the students the opportunity to personalize reading choices. This instant access to a plethora of higher level reading options levels the playing field for WJH students. |
| 4. | Students have limited opportunities to fully engage in Canvas Learning Management System or online textbook resources only within the school building. | Conroe ISD's learning management system provides the opportunity for students to engage in online conversations about reading and writing, provide rapid feedback, and track progress over time. Access to online textbooks provide students with additional supplemental materials and instructional videos regarding the topics. |
| 5. | Students have limited opportunities to transfer and use of skills acquired in English Language Arts class in a natural setting. | Students will have an unlimited number of opportunities to read, reflect, and respond in writing to read-world prompts, ideas, and compositions. With the infusion of technology, the opportunities for higher level thinking and engagement are limitless. |

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Schedule #14—Management Plan

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---------------------------------|---|
| 1. | Principal | Knowledge of leadership, curriculum and instruction; and community needs. Ability to evaluate the effectiveness of program and make corrections during implementation. Successful experience in instructional leadership. Texas administrative certificate. |
| 2. | Director of Information Systems | Excellent communication, organizational and planning skills. Ability to articulate to technical and non-technical stakeholders. Experience in providing training. |
| 3. | Assistant Principal | Knowledge of leadership, curriculum and instruction, and community needs. Understand of school administrative operations. Strong organizational, communication, and interpersonal skills. Texas administrative certificate. |
| 4. | Campus Instructional Coach | High level understanding of Tier 1 Best Practices and the role of the teacher and learner. Ability to provide support to teachers, build capacity of instructional strategies, and positively impact instructional practices. |
| 5. | Technical Support | Knowledge of CISD imaging system. Ability to troubleshoot computing and internet issues. Strong communication skills. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|----------------------------------|---|----------------|--------------|
| 1. | Select Students to Participate | 1. Download rosters for all 7th grade students | 08/20/2018 | 08/24/2018 |
| | | 2. Contact families of 7th grade students | 08/27/2018 | 08/29/2018 |
| | | 3. Meet with students and parents about program | 09/05/2018 | 08/29/2018 |
| | | 4. Obtain student and parent agreements | 09/05/2018 | 09/12/2018 |
| | | 5. Distribute devices to students | 09/05/2018 | 09/14/2018 |
| 2. | Obtain and Configure Devices | 1. Order Chromebooks | 05/17/2018 | 05/31/2018 |
| | | 2. Receive and image Chromebooks (based on arrival) | 07/09/2018 | 08/10/2018 |
| | | 3. Obtain wireless hotspots | 05/17/2018 | 05/31/2018 |
| | | 4. Order cell service | 07/09/2018 | 08/10/2018 |
| | | 5. Test laptops and hotspots in WJH community | 09/05/2018 | 09/14/2018 |
| 3. | Distribute Devices to Students | 1. Distribute devices to students | 09/05/2018 | 09/14/2018 |
| | | 2. Train students on use of devices | 09/05/2018 | 09/14/2018 |
| | | 3. WJH conducts trouble shooting for students | 09/05/2018 | 06/28/2019 |
| | | 4. WJH contacts technology dept. for add'l tech help | 10/01/2018 | 06/28/2019 |
| | | 5. Tech dept goes to WJH for direct consult as needed | 10/01/2018 | 06/28/2019 |
| 4. | Evaluate Program Success | 1. Monitor grades of students with devices | 10/01/2018 | 06/28/2019 |
| | | 2. Monitor Canvas participation and progress | 10/01/2018 | 06/28/2019 |
| | | 3. Monitor STAAR scores of students with devices | 10/01/2018 | 06/28/2019 |
| | | 4. Monitor attendance of students with devices | 10/01/2018 | 06/28/2019 |
| | | 5. Monitor discipline of students with devices | 10/01/2018 | 06/28/2019 |
| 5. | Collect and Redistribute Devices | 1. Students return devices to WJH @ checkout/EOY | 10/01/2018 | 05/31/2019 |
| | | 2. Review quality of device | 10/01/2018 | 05/31/2019 |
| | | 3. Select new students to receive device | 10/01/2018 | 05/22/2019 |
| | | 4. Meet with parents and student to sign agreement | 10/01/2018 | 05/22/2019 |
| | | 5. Provide training and distribute device | 10/01/2018 | 05/22/2019 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring student writing growth throughout the Technology Lending Grant and addressing areas of need can be done with an administrative portfolio called a "thin-slice". This portfolio is created when a group of teachers take samples of a significant number of student essays and quickly sort based on low, medium, and high performance at any given time. This approach provides an initial "thin-slice" to principals and instructional coaches regarding how many students are performing at each level. This portfolio of work provides the opportunity for principals to look at levels of writing and observe writing development across a grade level. Subsequent samples should demonstrate growth (the number of low level writers would decrease as the number of medium and high level writers would increase). Immediate access to student work saved in an online programs (ex: Google docs) enables frequent review of student needs and student growth which can be viewed by teacher or individual student. Formative monitoring of writing development provides teachers and principals the opportunity to address needs throughout the learning process instead of waiting until a summative STAAR assessment to determine mastery levels. The Secondary English Language Arts (ELA) Instructional Coach will work directly with WJH administrators and staff to determine how to use the new technology tools at the highest level of instruction. Students and parents will work directly with an Instructional Coach at WJH for consulting. If the WJH contact needs additional assistance, the WJH contact will reach out to the technology department for assistance.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chromebooks requested are the same devices that are currently present at WJH (although the devices present at WJH are on a much smaller scale). The teachers at WJH are already integrating Canvas and the use of devices into their curriculum. The students can bring their devices from home and use them at school, as is appropriate, in the classroom or they can leave the device at home and use the school devices. Students can store and submit projects in the cloud on their Google Drive account (which all students have currently). Files stored on their Google Drive are accessible both at school and at home. Teachers are familiar with Google Drive and they are looking forward to being able to leverage this online tool.

WJH is committed to students using online resources. For the past 5 years, WJH has used an online intervention tool for math. In fact, WJH piloted the math program and demonstrated such a high level of success with their students that other Conroe ISD schools purchased the same program and they have also demonstrated continued success. Vocabulary.com is another online resource that WJH uses in the classroom. This resource is particularly beneficial for ELL and eco dis students. WJH is "All In" supporting technology integration. WJH has a front row seat to understand the power of opening the world of learning and possibilities to their students. WJH is looking forward to more students having access to devices at home. This availability will increase learning opportunities for students as students can participate in intervention and learning activities at home.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|---|
| 1. | Monitor Grades of Participants | 1. | Baseline of 9 week grades for marking period 1 of 2018-2019 |
| | | 2. | Improved 9 week grades for marking periods 2--4 of 2018-2019 |
| | | 3. | |
| 2. | Monitor Canvas Participation and Progress | 1. | Baseline of Canvas Participation for marking period 1 of 2018-2019 |
| | | 2. | Improved Canvas Participation for periods 2--4 of 2018-2019 |
| | | 3. | |
| 3. | Monitor STAAR Scores of Participant | 1. | Baseline of STAAR Writing 2018 |
| | | 2. | STAAR Score 2019 |
| | | 3. | |
| 4. | Monitor CISD Writing Benchmarks | 1. | BOY of CISD Writing Benchmark 2018 |
| | | 2. | MOY of CISD Writing Benchmark 2019 |
| | | 3. | EOY of CISD Writing Benchmark 2019 |
| 5. | Monitor Discipline Incidents of Participants | 1. | Baseline discipline incidents Semester 1 2018-2019 |
| | | 2. | Decrease in the number of discipline incidents Semester 2 2018-2019 |
| | | 3. | |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has several systems that can assist in gathering data for this project. Student grades are in both our Student Information System and are accessible for data queries. Grades for the 7th grade ELA students can be queried and Canvas data is stored in a data warehouse. We will be able to create a report of just the participants that the campus can use to monitor the progress of these students.

Discipline data is entered directly into the data warehouse. We will be able to create a report of just the participants that the campus can use to monitor the incidents of these students. The campus will make a decision on what or how many incidents will cause a student to lose the privilege of having a device.

WJH has a campus instructional coach who will support the implementation and support for the technology lending. This position will provide hands on training for students who are experiencing connectivity or other technological issues. The students and teacher are familiar with this teacher and feel comfortable receiving direct assistance.

Phone and email messages are both monitored through our email system. All students have an email account through CISD. Students contact the technology department through the district email system. We can obtain counts of messages for a certain time period through our archive system.

Canvas also has a Help feature. This inbox is monitored and technology will respond or forward the help concern to the correct area. Email and Canvas will both provide tech support beyond what is provided on the campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WJH currently has 11 Chromebook carts available for periodic checkout on their campus by 43 core content teachers. These Chromebook carts were purchased using state and local funds. The carts can only be checked out for a limited time and none of the devices are available for home use. WJH also has a computer lab which has computers that is used for a computer class. Finally, WJH has 62 "loose" Chromebooks (not grouped in a cart) which are used in various classrooms for students to utilize with the many software learning programs that WJH uses for student interventions. WJH uses iLearn (a math instructional software) and vocabulary.com school wide. Therefore, all the current devices are utilized as much as possible. Students are motivated to continue the programs with fidelity as they can track individual growth. The use of google docs, Canvas, and reading options available on the Chromebooks will offer WJH the opportunity to experience the same progress and success in writing.

WJH does receive state compensatory funds (SCE) which can be used to purchase devices for interventions/accelerated instruction use with students who are at-risk of failing. However, currently all of WJH's SCE money is being used to pay extra duty for teachers to teach after school tutorials for students who require additional learning time. A small amount of WJH's SCE is used to purchase intervention and instructional materials to address student needs during these tutorials.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD is a learning community united in the commitment to ensuring all students graduate with confidence and competence. CISD schools and communities work together to provide performance standards which can be applied to the real world. This high performance is achieved through the implementation of quality in instruction, operations, and leadership. This commitment is the vision and focus of the entire CISD. When CISD students graduate, they will be prepared for their post-secondary life. The use of technology is critical in today's world and CISD values the commitment to embracing technology as an innovative tool to expand learning opportunities for students.

Goal 6 of CISD's Strategic Goals states CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of CISD and to maximize learning for all students. The Technology Lending Program will enable students who do not have technology in their home to have additional learning tools. CISD believes that technology has the ability to help maximize the student's learning. Research shows that continual access to a device can improve test scores. We want those students who would never have online access the opportunity to be able to access online resources whenever they are needed.

CISD implemented and evaluated a very successful project where devices with internet access were provided to students for use at home and in the community. The growth in math scores and academic progress were duly noted as a result of the technology learning tool and mobile internet access.

In CISD, we believe that "All means All." All students should have access to all the tools and learning resources that they need to be successful in the 21st century. The Technology Lending Program offers CISD the opportunity to help our WJH students reach that goal.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ELA 7th grade students will receive a wireless hotspot through the Technology Lending Grant. Internet access will be available using cell service in the students' area. Conroe has good cellular coverage so we do not anticipate any issues. Students will be trained regarding how to connect the Chromebook to the hotspot. The District will maintain a contract for cellular service for the hotspot as part of the grant funds. Service will be guaranteed during the school year.

The Chromebook will have a Kajeet wireless that will be provided which has CIPA compliant filtering. The district will enroll the devices in a monitoring software that will allow the internet access to be filtered if the student connects to any other source of wireless access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has a learning management system, Canvas, which provides a platform for teachers and students to actively engage in learning in groups online, provide rapid feedback, and encourage dialogue between students to students and teachers to students. This learning management system also provides direct access to a plethora of additional learning materials: instructional videos, links to instructional websites, digital assignments, and collaborative groups. Teachers can upload student work for publication, videos for demonstration, interactive lessons for writing, formative assessment, etc. Access to these learning resources and supplemental materials for students who do not readily have direct availability is significant. The unlimited access to books and other readings is also a critical component for writing and reading development of students. The Technology Lending Program will enable CISD to continue to strengthen the level of reading and writing instructional strategies teachers use to present new ideas to students and engage in learning activities for Washington Junior High (WJH) students.

WJH teachers have implemented a Writers Workshop approach to explicitly teach writing to their students. Writers Workshop is an interdisciplinary writing technique which involves continuous and repeated exposure to the writing process relying heavily on mentor texts and real-world audiences. The technology device along with the internet capabilities, enables students the opportunity to participate in collaboration and learning activities outside of the school day.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WJH students are using the same devices that are currently present at WJH (although the devices present at WJH are on a much smaller scale). The teachers at WJH are already integrating Canvas and the use of devices into their curriculum. The students can bring their devices from home and use them at school, as is appropriate, in the classroom or they can leave the device at home and use the school devices. The devices are Chromebooks. Students can store and submit projects in the cloud on their Google Drive account (which all students have currently). Files stored on their Google Drive are accessible both at school and at home. Teachers are familiar with Google Drive and they are looking forward to being able to leverage this online tool.

WJH is committed to students using online resources. For the past 5 years, WJH has used an online intervention tool for math. In fact, WJH piloted the math program and demonstrated such a high level of success with their students that other Conroe ISD schools purchased the same program and they have also demonstrated continued success. Vocabulary.com is another online resource that WJH uses in the classroom. This resource is particularly beneficial for ELL and eco dis students. WJH is "All In" supporting technology integration. WJH has a front row seat to understand the power of opening the world of learning and possibility to their students. WJH is looking forward to more students having access to devices at home. This availability will increase learning opportunities for students as students can participate in intervention and learning activities at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WJH has a campus instructional coach who will support the implementation and support for the technology lending. This position will provide hands on training for students who are experiencing connectivity or other technological issues. The students and teacher are familiar with this teacher and feel comfortable receiving direct assistance.

Phone and email messages are both monitored through our email system. All students have an email account through CISD. Students contact the technology department through the district email system. We can obtain counts of messages for a certain time period through our archive system.

Canvas also has a Help feature. This inbox is monitored and technology will respond or forward the help concern to the correct area. Email and Canvas will both provide help support beyond what is provided on the campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices will all be distributed to students at WJH. The students and their parents/guardians will attend an informational meeting and parents/guardians will be required to sign the Technology Lending Agreement. All equipment will have a barcode tag created by the asset tracking software. When the students receive the equipment, the laptop and the hotspot will be identified in the software as being checked out to the student's ID. This will allow CISD to track the serial number of each device and the student associated with the device. The technology department will then barcode the equipment as it arrives at the CISD technology warehouse. The staff at WJH will be trained regarding how to check out the device to the students.

All interested 7th grade ELA students will be chosen for the program. The project goal is to reach all students who do not have any access to publishing technology and internet access in their home. Once students have received their equipment, the students will have access to a selection of self-help trouble shooting documents as the first step in resolving issues. If the student cannot resolve the issue, they will have a phone number and email address to use for support. If the issue requires that the equipment be checked, the student can bring the device to the campus. The campus technology contact will check in the device from the student and create a technology work order. The technology department will then pick up the device for repair/replacement. When the device is returned to the campus, the campus technology contact will check the device out to the student again. The campus technology contact will check in the device that the student is returning and check out a new device to the student. The faulty device will be returned to the Technology Department for repair/replacement.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has a technology asset tracking software. All devices purchased with the grant funds will be tracked in the software. The software allows tracking by serial number and assigning a specific device to a student. All equipment will be signed out by students and checked back in when the student returns the device.

CISD is a self-insured district. The student population that is receiving the device would face economic hardship if we were to require them to purchase insurance for the devices and WJH was specifically selected to ensure students have every opportunity to overcome financial or other learning barriers. CISD will not require the 7th grade ELA students at WJH to purchase insurance for the device. With proper training and education, every effort will be given to treat the devices with the utmost care.

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